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| **Critère** | **1 (faible)** | **2 (approchant)** | **3 (satisfaisant)** | **4 (fort)** | **5 (excellent)** |
| **Interaction:**  ***How well does student interact with partner, ask questions, ask for clarification, ‘rescue’ a stuck partner, respond to questions asked*** | Student is mostly unable to respond to questions; Does not appear to interact with partner (answers seem scripted or completely off-topic); Does not effectively ask for clarification; Does not give partner a chance to respond or speak. | Student often responds inappropriately to questions; Seems to interact to partner only occasionally; Does attempt to ask for clarification if needed. | Student responds to the questions asked and asks some; occasionally responds inappropriately; asks for clarification (or attempts to rephrase or ‘rescue’ partner) but does so with limited effectiveness | Student is clearly taking part in an unscripted conversation; generally responds well to partner’s observations and questions; rarely needs to ask for clarification, but does so effectively if necessary; attempts to rephrase or assist partner if necessary | Students’ conversation is appropriate and natural; responses to partner’s observations/questions are on point. Effectively shares speaking time and clarifies/requests clarification easily and well. Supports partner where necessary |
| **Grammaire:**  ***How well does student use present tense of verbs, use contracted articles correctly, form questions appropriately, and use negatives?*** | Student shows an inability to speak in complete sentences with appropriate grammar from this unit and previous years. | Student struggles to form complete sentences and responses. May attempt many of the grammatical features, but generally does so poorly or inappropriately | Student is able to use grammatical structures with some success. Errors interfere with meaning sometimes, but can generally be understood with some effort | Student is able to use grammatical structures with success. Errors rarely interfere with meaning and require little effort to correct/understand | Student is able to use grammatical structures with great success and few errors. |
| **Vocabulaire:**  ***How well does student use appropriate vocab for the question given?*** | Student is generally unable to express thoughts in French; lapses into English. | Student struggles to express unit-appropriate vocabulary in French. May ask partner for specific unit vocabulary | Student is able to express thoughts on culture and travel in French with some success. Has vocabulary to maintain a conversation with some anglicisms | Student is able to express thoughts on travel and cultures well in French. Conversational vocabulary (agreeing/disagreeing expressing surprise, etc) is good. Errors do not interfere with meaning. | Student is able to use unit vocabulary and conversational vocabulary very well. Occasional errors may appear, but are minor. |
| **Prononciation:**  ***How well does student pronounce French sounds, and speak with a natural rhythm.*** | Student is rarely able to speak with anything resembling a French accent. Pauses are frequent and student rarely speaks without hesitation | Student has a definite “English accent” in French. Pauses and hesitation occur, and may confuse meaning or cause speech to sound artificial | Student makes an attempt to “sound French” much of the time. Pauses and hesitation are generally in places where they seem natural. Uses place-markers for hesitation | Student “sounds French” most of the time (appropriate for Grade 9). Pauses seem mostly natural, and there is little hesitation. Uses natural place-markers to show “I’m thinking” | Student’s accent is excellent for a grade 9 student. Pauses are natural, and part of normal conversation. Place markers for conversational pauses are French ones! Approaching native pronunciation |